

DANIELLE DE ROOS  
THE WHIPPING BOY  
5<sup>TH</sup> GRADE



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## QUESTIONS:

1.) **Why did you choose your book/why do you believe it is a good choice?**

**How will your students be enriched by having read it?**

“The Whipping Boy” by Sid Fleischman is actually used in the 5<sup>th</sup> grade curriculum where I am Novice teaching. I choose this book because I will be able to teach it. Activities that go along with this book’s themes can easily be aligned with state standards. This includes drawing conclusions, comparing and contrasting, making inferences, cause and effect, and summarizing. This book can also be integrated with other subject areas. For example, Europe and/or the medieval time period are great ways to relate “The Whipping Boy” to social studies.

2.) **Is your book an award winner? If so, what award did it receive?**

“The Whipping Boy” is the winner of the 1987 John Newberry Award.

3.) **What is the theme of the book and how will your students likely relate to it?**

There are several themes in this story. The most important ones are friendship, social rank, adventure, and problem-solving. In 5<sup>th</sup> grade, I think student’s can really relate to the socialization and friendship aspects of “The Whipping Boy”. Going into middle school especially student’s will really begin to struggle with things like trying to fit in, making friends, and finding their place.

4.) **What specific READING skills can be developed in your unit?**

**Summarizing:** 1.C.2d-Summarize and make generalizations from content and relate to purpose of material.

**Comparing and Contrasting:** 1.C.2c-Compare and contrast the content and organization of selections.

**Making Inferences:** 1.C.2b-Make and support inferences and form interpretations about main themes and topics.

**Comprehension:** 1.B.2b-Identify structure (e.g., description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension.

**Word Analysis & Vocabulary:** 1.A.2a-Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations.

1. A.2b-Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.

**Fluency: 1.B.2d-**Read age-appropriate material aloud with fluency and accuracy.

**Asking Questions: 1.C.2a-** Use information to form and refine questions and predictions.

**5.) What GRAND CONVERSATIONS can take place about your book?**

Asking students questions about an adventure or problem they've solved with a friend is one conversation that can take place. It really relates to the theme in the book but it also is a conversation that can lead to student's realizing how those things have changed or deepened their friendship. Also on the theme of friendships, students can begin to list qualities of good friends which can get students into discussions about whether or not it matters if their friends come from rich or poor backgrounds. These are just a few conversations of many that could come from "The Whipping Boy".

**6.) How will these grand conversations be different in a public school vs. Christian school?**

I am actually teaching this lesson in a public school so when thinking about how to talk about friendships and social circles I think of it a little differently than if I were in a Christian school. Instead of talking about what the bible says about how we should treat and love others, I have to talk about it in a different light. My student's have DARE graduation next week Wednesday and thinking about these themes, it would be easy to refer back to what they've learned from there. For example, things like what type of crowds they should hang out in. Also discussing how they should treat people with respect is useful. In 5<sup>th</sup> grade, most students will know how they should treat friends and what they look for in a friend. It's a good conversation to have at this age group because they struggle with some of these same issues in their lives. Teaching them that it's good to treat others as you'd want to be treated is a great way to teach a biblical message without actually teaching from the bible.

## FRY READABILITY:

1<sup>st</sup> Passage: 8 sentences 145 syllables  
2<sup>nd</sup> Passage: 5 Sentences 122 Syllables  
3<sup>rd</sup> Passage: 5.8 Sentences 98 syllables  
Average Sentences: 6.2 sentences  
Average Syllables: 122 syllables

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### Grade 5

Rationale: I am teaching currently in a 5<sup>th</sup> grade classroom and this is one of the novels the 5<sup>th</sup> grade teachers get to choose from for their literature based units. The fry readability just reiterates what is already being done in the 5<sup>th</sup> grade classrooms. The Whipping Boy is meant for 5<sup>th</sup> grade and that is why I choose to write a unit on it.

# CALENDAR:

DAY	TOPIC	READING	PGS	ACTIVITIES
1	Introduction & Background	n/a	n/a	Movie Clip: A Kid in King Arthur's Court Feudal M&M's Activity
2	<u>Reading Skills:</u> Summarizing Comprehension Word Analysis/Vocabulary Making Inferences  Prince Brat & Jemmy run away together	Silent Reading	Chapters 1-4 (pages 1-11)	<u>Literature Circles</u> Discussion Director Connector Illustrator Literary Luminary Summarizer Travel Tracer Vocabulary Enricher
3	<u>Reading Skills:</u> Fluency Word Analysis/Vocabulary  Prince Brat and Jemmy are captured	Pairs	Chapters 5-8 (pages 12-26)	Vocabulary Basketball Made-up (Muxxed) Words Posters Vocabulary Quiz
4	<u>Reading Skills:</u> Comparing and Contrasting Problem Solving  Jemmy tries to trick the thieves	Guided Reading	Chapters 9-12 (pages 26-40)	Venn Diagram (Prince Brat & Jemmy) Problem/Solution Shields
5	<u>Reading Skills:</u> Making Inferences Comprehension (sequencing) Fluency  The boys are recaptured and escape again	Reading Aloud in Groups	Chapters 13-17 (pages 41-62)	Snakes and Ladders Prediction Journal
6	<u>Reading Skills:</u> Comprehension Making Inferences  They foil the thieves and become friends	Guided Reading	Chapters 18-20 (pages 63-89)	Feelings Chart Paper Clip & Straw Mobiles
7	Review	Whipping Boy Playwright	(pages 1-10)	Reader's Theater Study Guide
8	Unit Test	Unit Test	Unit Test	Unit Test Portfolio

## Lesson Plan 1

Danielle De Roos    April 16, 2009    Reading    Grade 5    45 minutes

### Preliminary Planning

**Topic/Focus:** “The Whipping Boy”-Prince Brat and Jemmy run away together

**Objectives:** The students will be able to:

- 1.) Identify the order of societal rank and loyalties within feudal Europe
- 2.) Define key vocabulary words through the use of context clues
- 3.) Demonstrate the ability to summarize chapters and consolidate them into key points.
- 4.) Formulate predictions and questions to lead group discussion
- 5.) Describe basic story structure including character development, setting, and basic themes.

**Materials:**

- Literature Circle job descriptions
- Movie: “A Kid in King Arthur’s Court”
- M&M’s
- Paper cups
- Plastic Spoons
- Transparency of the classroom seating diagram
- Feudal M&M’s identification cards
- Student copies of “The Whipping Boy”

**Preparation:**

- Read over lesson
- collect materials
- make transparency
- make copies of lit circle job descriptions

**Classroom Setting:**

Students should be arranged in their desks. For this lesson they could be placed in clusters or individually. There will be movement of the desks during the Feudal M&M activity. There is a seating chart for that attached.

**Key Behavioral Reminders:**

Keep eyes and ears to the front.  
Raise your hand before talking.  
Continue to work quietly.

### State Standards:

- 1.C.2b: Make and support inferences and form interpretations about main themes and topics.
- 1.C.2d: Summarize and make generalizations from content and relate to purpose of material.
- 3.B.2a: Generate and organize ideas using a variety of planning strategies
- 4.B.2b: Use speaking skills and procedures to participate in group discussion
- 1.B.2b: Identify structure (e.g., description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension.
- 1. A.2b: Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.
- 14.B.2: Compare the political systems of the United States to other nations.

### Instructional Plan

**Anticipatory Set:** Good morning fifth graders! We just got finished reading the first two chapters of “The Whipping Boy” and we began working on our literature circles. Yesterday, I heard a lot of you tell me you were confused. Before we get back into that, I wanted to give you some background information on the setting of the book which may help you understand the story better. Can anyone tell me where this story takes place? (The students will give a variety of answers which will then lead me into a movie clip portraying medieval Europe in a visual manner.)

### Sequence of Learning Activities:

- First, I’ll ask student’s what they noticed in the movie. Students will talk about wardrobe, living arrangements (castles), and hopefully Kings, servants, knights...etc.
- After the open discussion, I’ll introduce an activity by having student’s draw role cards at random.
- The students will then arrange their desks according to the transparency in categories of Noble A and Noble B.
- Give each student or member of the realm a paper cup with 10 M&M’s in it. The nobles and vassals should also be given a plastic spoon. The candy represents the harvest reaped in by the peasants.
- Since the peasants were paying for their protection with crops, have the vassals confiscate 6 M&M’s from each peasant with their spoon

- For each peasant's payment, the vassal is to keep one piece and give 5 to his Noble.
- From each vassal's payment, the Noble is to give three candies to the king.
- Peasant's should have 4 candies, vassal's should have 12, nobles should have 22, and the king should have 46 candies by the end
- Students will no doubt complain that the king now has way more M&M's than everybody else. These complaints will lead into some great discussion about the Feudal system and how that relates to "The Whipping Boy" with Jemmy and Prince Brat.
- After this activity I'll give students 5-10 minutes to finish up their literature circle sheets and refresh their memory on chapters 1 and 2
- Then student's will be split into their sharing groups and given time to show their part to the rest of their group. Each group will have a discussion director, literary luminary, connector, vocabulary enricher, illustrator, summarizer, and travel tracer.

#### **Closure:**

Good job today class! Thanks for your participation. Let's quick review some things we learned today". (I might ask some specific questions about the story to evaluate whether or not students understand the plot.) After that, I'll ask the student's to line up for art.

#### **Discussion Questions:**

What need would the nobles and Kings have for all that food and material?

What choice did the peasants have?

What is feudalism and why did it work?

What are the key points in chapter 1 and 2?

How does Jemmy annoy the prince? What do Jemmy's and Prince Brat's behavior reveal about their characters?

Why does the prince decide to run away? Why does he want Jemmy to come along? Why does Jemmy agree to come along?

#### **Assignment:**

None

#### **Modifications:**

Literature circles are great assignments to differentiate instruction. Students who need to work on summarizing can work on that and students who need to work on questioning can do that. The students who need testing and assignment modifications are not in the classroom for reading so there are not many modifications to the classroom instruction.

**Rationale:**

Students are able to work on key reading strategies that they will need to use. Also, this lesson integrates social studies and medieval times. Student's can learn a lot from the feudal system and how that is different or similar to how we live today.

**Post-Instructional Reflection****Evaluation of Student Learning:**

Informally: Students will be assessed in a variety of ways through listening, observing, and asking questions. During literature circles I would walk around the room and listen to the groups share and I could even join in to help facilitate good conversation. I would be able to tell through observation which student's understand and which students may need some more help. Because each student has a role, every student should be participating in the literature circles activity. Also during full classroom instruction I can assess understanding by asking questions.

Formally: Student's are filling out literature circle sheets and those will be used to formally assess which areas each student needs to work on.

**Evaluation of Student Teaching:**

I choose to add the additional learning component of medieval Europe so that students could have the background information about the setting to their story. Throughout that component I intertwined kinesthetic and visual aspects that will help the students experience harder concepts such as feudalism. I also had students work in literature circle groups so I could easily differentiate instruction based upon which reading skill each individual needs help with.

## Travel Tracer-Literature Circles

Name: \_\_\_\_\_ Book: \_\_\_\_\_

Date: \_\_\_\_\_ Assignment: \_\_\_\_\_

Travel Tracer: In a book where characters move around a lot and the scenes change frequently, it is important for everyone in your group to know where things are happening and how the setting may have changed. Even if the scenery doesn't change much, the setting is still a very important part of the story. Your job is to track where the action takes place. Describe each setting in detail, either in words or with a picture map that you can show and discuss with your group. Be sure to give the page numbers.

Where the action begins:

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Where the key events happened:

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Where the events ended:

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## Literary Luminary-Literature Circles

Name: \_\_\_\_\_ Book: \_\_\_\_\_

Date: \_\_\_\_\_ Assignment: \_\_\_\_\_

Literary Luminary: Your job is to choose a paragraph or sentences from the book to discuss with your group. Your purpose is to help other students by spotlighting something interesting, powerful, funny, puzzling, or important from the text. You can read parts aloud yourself, or ask another group member to read them. Include your reasons for picking the paragraphs or sections you did. Please record the page number and paragraph.

Paragraph and reason for choosing:

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

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4. \_\_\_\_\_

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\_\_\_\_\_

5. \_\_\_\_\_

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\_\_\_\_\_

## Illustrator-Literature Circles

Name: \_\_\_\_\_ Book: \_\_\_\_\_

Date: \_\_\_\_\_ Assignment: \_\_\_\_\_

Illustrator: Your job is to draw some kind of a picture related to what you read in your section. It can be a sketch, cartoon, diagram, or stick figure scene. It can be about something that you read, something that the reading reminded you about, or an element of the story (plot, character, setting). Presentation Plan: When the Discussion Director invites you to participate, you may show your picture without commenting on it, and let the others in your group individually guess what your picture means. After everyone has had a turn to guess, it is your turn to tell them what your picture means, where it came from, or what it represents to you. You may make your picture on this sheet, or on a separate page.

## Discussion Director-Literature Circles

Name: \_\_\_\_\_ Book: \_\_\_\_\_

Date: \_\_\_\_\_ Assignment: \_\_\_\_\_

Discussion Director: Your job is to write a list of questions that your group might want to discuss about this part of the book. The best questions will come from your own thoughts, feelings, and ideas about this section of the book. You also need to write your own answers to these questions.

Questions:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Sample Questions:

What was going through your mind when you read this?

How did you feel when...?

Can someone summarize this section?

Did anything surprise you about this section of the book?

Predict something about the next section of the book.



## Vocabulary Enricher-Literature Circles

Name: \_\_\_\_\_ Book: \_\_\_\_\_  
Date: \_\_\_\_\_ Assignment: \_\_\_\_\_

Vocabulary Enricher: Your job is to look for a few important words in your reading. If you find words that are puzzling or unfamiliar, mark them down on this page while you are reading. Later, you can look them up in a dictionary and write down their definitions. You may also find words in the reading that are significant to the story. Mark these words too, and be ready to point them out to the group. When your circle meets, help members find and discuss the words.

### Words and Definitions:

Page and Paragraph	Word	Definition

## Lesson Plan 2

Danielle De Roos   April 22, 2009   Reading   Grade 5   45 minutes

### Preliminary Planning

**Topic/Focus:** “The Whipping Boy”-Prince Brat and Jemmy are captured

**Objectives:** The students will be able to:

- 1.) Define key vocabulary words through the use of context clues
- 2.) Read aloud with fluency
- 3.) Apply the use of context clues to their own made-up word definitions

**Materials:**

- Basketball hoop
- Ball
- The Whipping Boy-1 copy for each student
- Definitions worksheet
- Transparency examples
- Transparencies
- Permanent/dry erase markers

**Preparation:**

- Read over lesson
- collect materials
- make transparencies
- create definitions worksheet
- make copies of worksheets

**Classroom Setting:**

Students should be arranged in their desks. For this lesson they could be placed in individually with an aisle down the center of the room. There will be movement of the desks during the basketball vocabulary activity.

**Key Behavioral Reminders:**

Keep eyes and ears to the front.  
Raise your hand before talking.  
Continue to work quietly.

### State Standards:

- **4.B.2b:** Use speaking skills and procedures to participate in group discussion
- **1. A.2b:** Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.
- **1.A.2a-**Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations.

### Instructional Plan

**Anticipatory Set:** Good morning fifth graders! How many of you like basketball? In order to learn some of that difficult vocabulary in *The Whipping Boy*, we're going to play a vocabulary basketball game. Listen closely to the directions.

### Sequence of Learning Activities:

- First, I'll split students in half with an aisle way in the center of the classroom if they are already not sitting in that arrangement.
- Then, I'll explain that the left side will be a team and so will the right.
- After they are split up, I will have the paper passer hand out a sheet filled with definitions.
- I'll ask the question, who can tell me what the reading in context means?
- I'll wait for a few answers and then explain that "in context" means deciphering the word within the sentence or paragraph it's written in.
- Then I'll explain the rules. I'll read a vocabulary word in context and from the list of definitions students have to pick the correct definition to the word. If students get the answer right, they get a point and a basketball shot for an extra point. If they get it wrong, then you move onto the other team.
- After the game, I will have students break off into pairs for reading. I'll ask to read chapter 3-5 to each other.
- I'll ask a few comprehension questions afterwards to see how they understand the book so far.
- Lastly, if there is time, I will introduce a made-up word activity where students create transparencies of made-up medieval words and their meanings in place of words within the story.

### Closure:

Good job today class! Thanks for your participation. Next class we'll present your transparencies to the class. You can quietly line up for music.

**Discussion Questions:**

Why is Jemmy upset when the prince identifies himself?

What causes the crooks to decide that Jemmy is prince? Why do you think Jemmy encourages them to think so? What do you think his plan is?

Why does Jemmy decide to increase the ransom to a wagonload of gold and jewels? Do you think he makes a convincing prince? Explain.

Have any new characters been introduced?

Do you think Hold-Your-Nose-Billy and Cutwater are smart? What about dangerous? Explain your reasons.

What does “in context” mean?

**Assignment:**

None

**Modifications:**

For those students who always finish early and are not challenged as much as they need to be, I could have opportunities for them to work on as they were waiting that would stimulate higher order thinking for them.

**Rationale:**

Students are able to work on key reading strategies that they will need to use throughout their lives.

**Post-Instructional Reflection****Evaluation of Student Learning:**

Informally: Students will be assessed in a variety of ways through listening, observing, and asking questions. During the vocabulary game and reading I would walk around the room and listen to students read and answer questions. I would be able to tell through observation which student’s understand and which students may need some more help. Also during full classroom instruction I can assess understanding by asking questions.

Formally: Student’s apply their understanding of “in text” to a made-up word project.

**Evaluation of Student Teaching:**

## The Whipping Boy-Definitions

caused by or showing sincere remorse.

to utter a loud long cry of grief, pain, or distress

to put in one's debt by a favor or service

short pants covering the hips and thighs and fitting snugly at the lower edges at or just below the knee

a person who has done advanced study in a special field

something suggesting a pair of glasses

a fact or condition incompatible with another : OPPOSITE

to execute by hanging or garroting b: to wring the neck of

a frame usually of two upright posts and a transverse beam from which criminals are hanged

a rope or strap for leading or tying an animal or hanging a criminal

insulting in speech or conduct

a brutal person : BULLY

to cover with

good treatment, reception, or disposition

something of little value, substance, or importance

to excite the anger of : ENRAGE b: to cause irritation or annoyance to

## Preliminary Planning

**Topic/Focus:** “The Whipping Boy”-Prince Brat and Jemmy are captured.

**Objectives:** The students will be able to:

- 1.) Compare and contrast the characteristics of individual main characters.
- 2.) Apply the use of context clues to their own made-up word definitions
- 3.) Demonstrate the ability to summarize chapters

**Materials:**

- Venn Diagram
- Character Shield
- “The Whipping Boy”

**Preparation:**

- Read over lesson
- collect materials
- make copies of worksheets

**Classroom Setting:**

Students should be arranged in their desks. Both groups and individual seating is acceptable. This lesson doesn't require a certain seating set-up.

**Key Behavioral Reminders:**

Keep eyes and ears to the front.  
Raise your hand before talking.  
Continue to work quietly.

**State Standards:**

- 4.B.2b: Use speaking skills and procedures to participate in group discussion
- 1. B.2b-Identify structure (e.g., description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension.
- 1. C.2c-Compare and contrast the content and organization of selections.

## Instructional Plan

**Anticipatory Set:** Good morning fifth graders! So we've been reading "The Whipping Boy" and last class we created transparencies of made-up words. I'm going to call you to come up one by one to share our context clue pictures and sentences. The rest of the class will have to guess what the real word for your made up word is.

### Sequence of Learning Activities:

- First, we will read aloud pages 26-40 as a class popcorn style. I will intertwine questions into our reading to guide reading.
- Next, we will compare and contrast Jemmy and Prince Brat on the board. We will talk about the differences as well as the similarities between the two main characters.
- After the Venn diagram is accomplished together, the students will get to fill out a problem solution and character shield.
- Based on the theme of the 4 chapters we just read together in class, students will have to decipher what the problem and possible solutions of the situation are. And the characters are Hold-your-nose-Billy and Cutwater.
- They fill out the sections and design the shields based on medieval history.

### Closure:

Good job today class! Thanks for your participation. Next class we'll be half way through the book! You can quietly line up for music.

### Discussion Questions:

What did Jemmy and the Prince get for breakfast?

How did Cutwater want Jemmy to read the message for the King?

What did jimmy want the two men to do at the end of chapter 9?

What is the Prince afraid the two men will do to him?

How did the two men decide the ransom note would get to the king?

When does the Prince say he will return to the castle?

How does Jemmy suggest the ransom note get to the castle?

Who does Jemmy think will be in a lot trouble?

Why does the Prince tell Cutwater where Jemmy is hiding?

### Assignment:

None

**Modifications:**

For those students who always finish early and are not challenged as much as they need to be, I could have opportunities for them to work on as they were waiting that would stimulate higher order thinking for them. For example, writing a reflection or journal entry with the point of view of one of the characters.

**Rationale:**

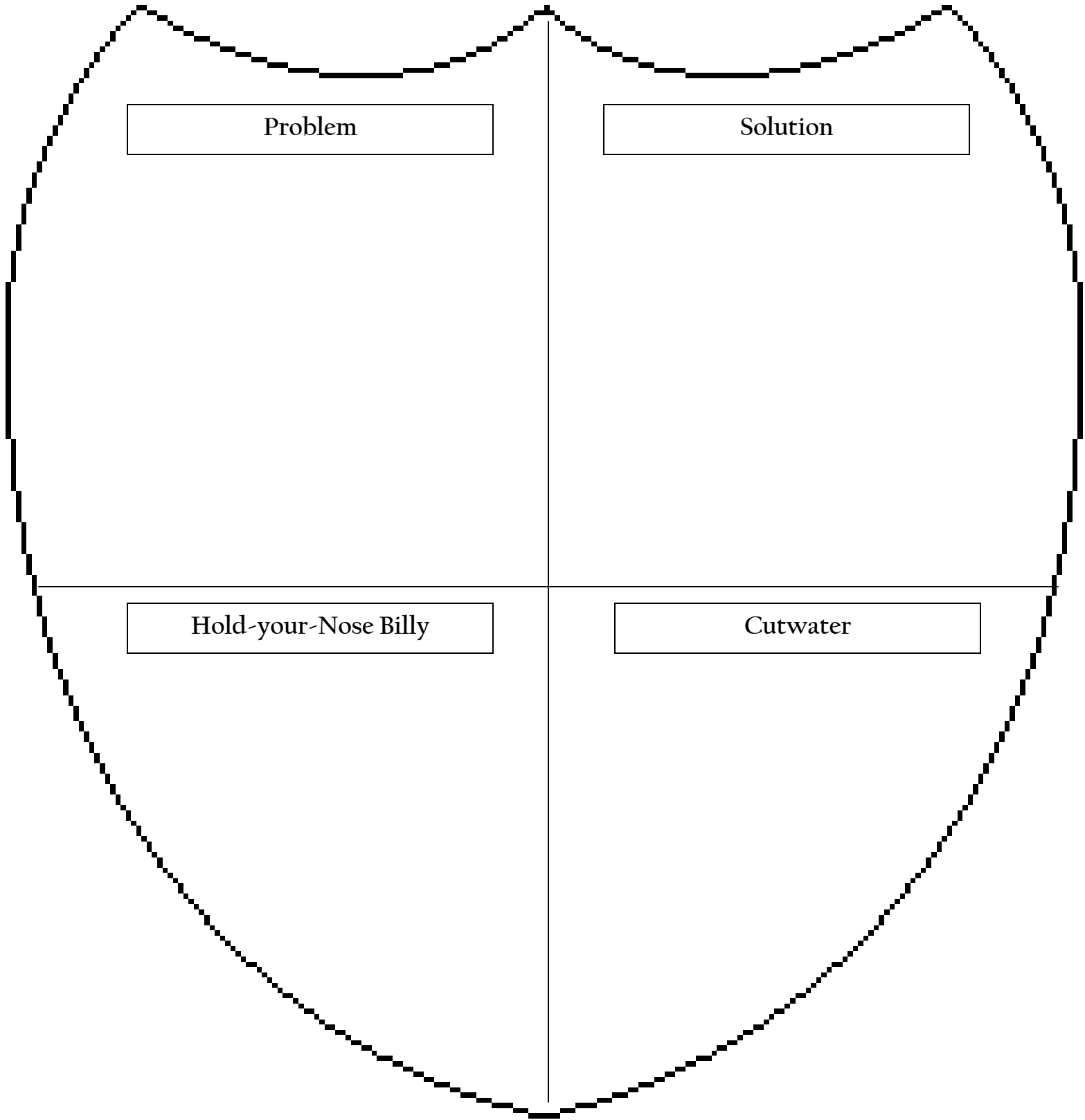
Students are able to work on key reading strategies that they will need to use throughout their lives.

**Post-Instructional Reflection****Evaluation of Student Learning:**

Informally: Students will be assessed in a variety of ways through listening, observing, and asking questions. While students are working, I can observe their independence on filling out the characteristics of the story. Also during full classroom instruction I can assess understanding by asking questions.

Formally: Student's apply their comprehension of the story to their problem solution shield projects.

**Evaluation of Student Teaching:**



Problem

Solution

Hold-your-Nose Billy

Cutwater

### Preliminary Planning

Topic/Focus: “The Whipping Boy” Playwright

Objectives: The students will be able to:

- 1.) Read with fluency and emotion

Materials:

- Scripts
- Highlighters
- Pre-made props and setting

Preparation:

- Make copies of scripts
- Students should pre-highlight their scripts
- Rearrange/set-up room with pre-made props and backdrops.

Classroom Setting:

Students should feel that they are performing so the desks should be set-up facing the front or a stage of some kind. Extra chairs should be lined up in the back for those watching the students perform their play.

Key Behavioral Reminders:

Speak louder so the entire class can hear.  
Stand up when it’s your line.

State Standards:

- 1. B.2d-Read age-appropriate material aloud with fluency and accuracy.

### Instructional Plan

Anticipatory Set: I hope you have all been practicing your scripts for today! Your setting and props look great too. I have invited the 4<sup>th</sup> grade to come watch you perform The Whipping Boy. They will be coming in 20 minutes so let’s get changed and ready for the play!!

Sequence of Learning Activities:

- First, students will set-up any last minute backdrop posters. They will move in their props and then leave to get changed into their costumes.

- Then, students will have about 10 minutes individually practice their lines. I will encourage those who memorized their lines to avoid use of their scripts.
- Once the fourth grade, principal, and other visitors come to the room, the students will begin the play that they've been practicing for.
- Students will have a chance to talk to their parents if they made it and then we'll clean up around the room.

**Closure:**

Awesome job on the play today! It was a great way to end the reading of The Whipping Boy. We are going to move on next week to a writing unit using the Give a Mouse a Cookie books. It will be really fun and different than anything we've done this year. You may quietly change and line up for art! Great job today!!

**Discussion Questions:**

How does this play relate and differ to The Whipping Boy novel?

How do you think you can change your expressions for each character if you had to play them all?

**Assignment:**

None

**Modifications:**

The play is written in such a way where I can assign parts based on ability. I can challenge students who have great fluency and reading ability and I can give simple parts to students who have language barriers or disabilities. It's a very easy lesson to modify to fit the individual needs of the students.

**Rationale:**

Students are able to work on key reading strategies that they will need to use throughout their lives.

**Post-Instructional Reflection**

**Evaluation of Student Learning:**

Informally: Students will be assessed in a variety of ways through listening, observing, and asking questions afterwards. Also I have been observing throughout the week who has been participating in creating props, practicing their lines, etc.

Formally: There is a rubric for the students reading that I will use when they perform the play to grade them.

## WHIPPING BOY

By Sid Fleischman (adapted as a play to accompany a novel study of the book)

Cast:

Cutwater

Narrators 1-11

Betsy

The Whipping Boy, Jemmy

Prince Brat

Petunia

Captain Nips

Hold Your Nose Billy

SCENE ONE---the bedroom

NARRATOR 1: Welcome to our play on the WHIPPING BOY by Sid Fleishman. This play is about a bratty prince who never listened to his tutor, and Jemmy his whipping boy. In this kingdom, it is forbidden to spank the heir to the throne. So an orphan named Jemmy is plucked from living on the streets and taken to the castle to serve as the whipping boy. During this story, the lives of both Prince Brat and Jemmy are changed forever.

Narrator 2: One night when the moon gazed down like an evil eye, the young prince appeared in Jemmy's chamber.

Prince Brat: Boy! Tumble out of bed. I need a manservant.

Jemmy: What are you up to now? Walkin' in your royal sleep, are you?

Prince Brat: I'm running away.

Jemmy: You can't run away like you was common folks. Why are you doing this?

Prince Brat: I'm bored.

Jemmy: With dumping bullfrogs in the moat so on one got a wink o' sleep?

Prince Brat: BORING!

Jemmy: And didn't you laugh fit to kill when the knight slipped off their horses and clattered to the ground? You'd hog greased the saddled.

Prince Brat: Boring.

Jemmy: And don't you get me thrashed so that this hide o' mine feels like the devil run me over with spikes in his shoes?

Prince Brat: Let's be off!

Narrator 3: Jemmy thought, "Why me? Can't you find a friend to run off with. But no-not you, Prince Brat. You've got no friends." Which was true. Prince Brat had no friends, so had to take his own whipping boy.

Jemmy: It's night out!

Prince Brat: The best time!

Jemmy: But ain't you afraid of the dark? Everyone knows that. You won't even sleep without a lit candle.

Prince Brat: Come on.

Jemmy: The king'll have a fit!

Prince Brat: Positively.

Jemmy: He'll hunt us down. You'll get off light as a feather, but I'll be lucky if they don't whip me to the bone. More likely, I'll be hung from the gallows.

Prince Brat: Carry the basket, Jemmy-From-The-Streets, and follow me!

Scene Two, Outdoors & the Paper Horse

Narrator 4: The moon lit their way like a lantern. But by morning, they were hopelessly lost on the horse they were riding. They were lost in a fog. That's when they ran into Cutwater and Hold Your Nose Billy.

(Cutwater and Billy, grab Prince Brat and Jemmy lightly from behind, acting mean)

Prince Brat: Who's there? Let go! Take your hands off me!

Hold Your Nose Billy: Well, what have we got here? A noisy brat on a fine beast of a horse.

Cutwater: I got another, Billy! Not much of a catch, two sparrows.

Hold Your Nose Billy: But ain't they trimmed up in fancy rags, Cutwater!

Cutwater: Ain't they?

Hold Your Nose Billy: Got any gold in your pockets, lads?

Prince Brat: No business of yours!

Hold Your Nose Billy: Ah, but so help me, it is my business. Don't you know who I am?

Prince Brat: A clod and a ruffian.

Hold Your Nose Billy: Worse than that! Ain't you never hears of Hold Your Nose Billy?

Cutwater: Famous he is, put to song is Billy.

Jemmy: The highwayman, are you?

Hold Your Nose Billy: The same?

Jemmy: A murderer?

Hold Your Nose Billy: Only in the line of duty. So you won't mind if we take your horse and empty your pockets?

Jemmy: Not a copper between us.

Cutwater: What's in the basket?

Prince Brat: Hands off, villain! Don't you know who I am?

(Jemmy elbows Prince Brat to stop talking)

Prince Brat: Bow to your prince!

Cutwater: Bow to what?

Prince Brat: I am Prince Horace.

Cutwater: And, I'm the Grand Turnip of China!

Prince Brat: Dim-witted villains! I command you to turn us loose. Or, Papa will hang you both.

Narrator 5: Jemmy was thinking, "Hold your trap, Prince Brat, don't you have a thimbleful of brains?"

Jemmy: Me friend's muddle-headed. His pa is nothing but a rat-catcher. But don't he put on airs, though.

Hold Your Nose Billy: Got enough lip for two sets of teeth. Cutwater, take the lantern and fetch the horse.

Cutwater: What do you reckon's in the basket, Billy?

Hold Your Nose Billy: Plenty of time to find out.

Hold Your Nose Billy: (hold Jemmy by the ear and pull him away from the center of the set) Stir your legs. Walk! And don't let me catch you on our turf again. Do I make myself clear?

Jemmy: Clear as glass! If you'd be kind enough to point us toward the river, I'd be ever so much obliged.

Cutwater: Billy! They ain't just common sparrows. Have a look at this saddle.

Hold Your Nose Billy: (looks closely at saddle) Skin me alive! That's the king's own crest.

Jemmy: We stole it, horse and saddle!

Prince Brat: Bosh. Didn't I tell you who I was? Bow low, you fools, and be off.

Hold Your Nose Billy: Cutwater, what do you reckon a genuine prince on the hoof is worth?

Cutwater: His weight in gold at least, Billy.

Narrator 6: That was when Jemmy and Prince Brat were kidnapped and held for ransom. Cutwater and Billy found the excellent meal the Prince had taken for

running away, complete with a China plate, a silver spoon and a silver knife. They even found the Prince's golden crown.

Prince Brat: That's mine!

Hold Your Nose Billy: Was yours! (Billy puts one the crown)

Cutwater: Prince Hold Your Nose Billy! We're dog rich!

Hold Your Nose Billy: (grabs the Prince) Fifty five pounds, by my reckoning! We'll write the king a command, Cutwater. Fifty five pounds of gold in trade for his royal tadpole.

Scene Three: In the shack of Billy and Cutwater

Prince Brat: I'm hungry! I'll have a veal pie.

Hold Your Nose Billy: (ignores the Prince) There's ink for you, Prince. Take the hawk's feather and scratch out our message.

Prince Brat: I don't take orders from curs and villains.

Hold Your Nose Billy: Think of your pa. He'll be ever so much obliged to know you're safe and hearty.

Prince Brat: I told you, I'm hungry!

Hold Your Nose Billy: You won't eat a bean until you do us the document.

Prince Brat: But, I can't write!

Cutwater: And crows can't fly! You're a prince! Don't think you can pull the wool over our eyes. Hop to it!

Prince Brat: But I can't so much as scratch my own name.

Jemmy: Give me the hawk's quill. I'll write the words.

Prince Brat: That's right, my whipping boy knows the letters. Fall to, Jemmy-From-the-Streets.

Hold Your Nose Billy: Hold on. This ignorant whipping boy knows his letters, and the royal prince can't sign his own name. Something's amiss here.

Cutwater: What are you thinking, Billy?

Hold Your Nose Billy: I'm thinking these lads have mixed themselves up to flummox us.

Jemmy: Nonsense! I'm a mere whipping boy.

Hold Your Nose Billy: You take us for bedrock numskulls. Certain as eggs is eggs, you're the prince. Then genuine, straight-up-and-down Royal Highness!

Prince Brat: That ratty street orphan? That lowborn!

Jemmy: Silence! Can't you see the game is up? They're on to us. Hold your tongue!

Prince Brat: But I'm high Royal Highness!

Narrator 7: Prince Brat could not see the plan being formed by Jemmy.

Jemmy: Save your breath! Stop giving yourself airs, you witless servant boy!

Prince Brat: Servant boy! Don't you dare address me like that.

Hold Your Nose Billy: Bag your head! Give him a kick, Cutwater, if we hear another peep out of him.

Jemmy: Hand me a hawk's feather. I'll write my papa, the king.

Narrator 8: The Prince was sorry he hadn't learned to read and write. He would do so the first chance he had when he was returned to the castle. He didn't get it when Jemmy suggested that the "whipping boy" (really the prince) be the one to take the note to the castle, with his crown. But the prince refused when the two cutthroats agreed to the plan, which would have freed him.

Betsy & Hot-Potato Man Scene 4 (outside in forest)

Al: Jemmy and Prince Brat finally got free from Cutwater and Billy, and began walking. Jemmy wishes to be free of the Prince, and the Prince is having the best time of his life and does not want to return to the castle. Cutwater and Billy were not far behind, however, still looking for them.

(Jemmy and Prince Brat, walking like they are on a very long walk)

Jemmy: Lay off! Go your own way!

Prince: This way suits me.

Jemmy: Well, don't follow me, I've no idea where I'm going.

Prince: (whispers) Hear that?

Betsy: Tunia! Pet-Pet-Petunia! (holding rope and jar of honey) Pet-Pet-Petunia!  
Come here, darlin'! Come to Betsy:

Betsy: (hears Prince and Jemmy) Petunia! Smell the honey? Come feast yourself,  
Pet!

Jemmy: Miss?

Betsy: My eyes! Who are you?

Jemmy: Lost. Would you know which way to the river?

Betsy: Course I do. Ain't we headin' for the fair, me and Petunia? Have you seen  
him?

Jemmy: Petunia?

Betsy: Got loose, he did. My dancing bear. World Famous!

Jemmy: Scared me out of my skin, back there.

(Betsy goes towards where Jemmy points)

Jemmy: Hey! Where's the river?

Betsy: Where it's always been, due south!

Jemmy: Which way is south?

Betsy: Straight on! (points)

Jemmy: You certain?

Betsy: Certain I'm certain. Didn't Pa always say I had a head like a compass?

(Betsy leaves, looking for Petunia)

Scene Five, Outdoors, continued

Jemmy: Soon as I can, I aim to give you the slip. You'll be on your own.

Prince: (look at Jemmy, look down, say nothing)

Jemmy: You can fend for your own self, can't you?

Prince: Of course I can! I don't need flocks of servants to fetch and carry for me.

Jemmy: It's settled, then.

Prince: Settled! Skip off anytime you like.

(Jemmy pick up cardboard; pounce on it)

Prince: That's trash. What are you doing?

Jemmy: Mudlarking.

Prince: What?

Jemmy: I've got to eat, don't I? If I can collect enough driftwood, I can see it as firewood.

(more walking action)

Jemmy: It's not my worry.

Prince: What isn't?

Jemmy: You, that's what. If you get hungry enough, you'll scramble back to the castle.

Prince: (pick up cardboard) Is this worth anything?

Jemmy: Yes.

(both pick up more pieces of cardboard)

Jemmy: Look at this cage! With this, I can catch rats.

(Jemmy and Prince act like they year something when the whip sounds)

Jemmy: Look at the hot potato man's wagon!

Captain Nips: Pull, gents! Be good lads. It's me own fault, not leadin' you around this bog. Me eyesight ain't what it was, is it, old tars?

Jemmy: Sir? Would you take on a passenger? Here, let me set these barrel staves under the wheels to help you go.

Captain Nips: Don't mind if I do, I'm late for the fair as it is.

(Prince, sit on floor and watch what is going on, make no move like you can get on the wagon.)

Jemmy: You must be carrying a heavy load. Try again, Cap'n!

Captain Nips: Hop in, lad.

(Wagon rolls on and Jemmy looks back at the Prince who is sad and left behind.)

Jemmy: Stop, Cap'n! We left me friend behind. (Wave Prince to join the wagon. Prince smiles, but only a second. Everyone act scared as now Cutwater and Billy are holding guns to all!)

Cutwater: Stand and deliver!

Jemmy: Remember, it's me they're after, not you. Tell 'em we split up. Tell 'em I swam the river.

Cutwater and Billy: Stand and deliver, I said.

Captain Nips: And I heard you. Deliver what? Potatoes? Scurvy rascals? Help yourselves.

Billy: Hang your potatoes! Deliver us some information and you can be off. We're after two runaway apprentices.

Captain Nips: Apprentice highwaymen?

Cutwater: Our affair. Girl with a bear said she saw 'em streakin' for the river. You carrying passengers?

Cutwater: Gone one! The whipping boy, it is! Where's your master, eh?

Prince: Swam the river.

Billy: Swam the river! Faw! He'd need scales and fins. (Billy looks, finds Jemmy, and grabs him.)

Billy: Here's the potato we're after!

Captain Nips: Good bye!

Billy: Tricked me, did you? Flummoxed me with your fancy quill-scratchin'!

Jemmy: Sir?

Billy: A gold sack or two would have satisfied me and Cutwater. But you were so greedy!

Jemmy: You've got it all wrong. I swear it!

Billy: Aye, enough plunder to burden us directly to the gallows, eh? Well, here's a whipping you won't never forget.

Cutwater: Here's the whipping boy. You said it'll go powerful worse for us if we thrash the prince himself. Go to it.

Jemmy: Lay down the whip. Don't you have an ounce of sense between you!

Billy: Nobody tricks me and gets away with it. (Pretend to whip the prince.)

Narrator 8: Jemmy held his breath. He knew what it felt like. He saw that Prince Brat had set his jaws, just as he used to do.

Cutwater: Harder! You didn't raise a peep out of him.

Billy: (pretend to whip harder)

Cutwater: He must have a hide like an elephant. He don't feel a thing.

Billy: He'll feel this!

Jemmy: Bawl out! Holler and cry out! I won't tell anyone!

Betsy: Ruffian! What are you doing to that poor boy?

Cutwater: No business of yours!

Betsy: Stop it! Sick ‘em, Petunia, go get ‘em!

(The bear scares Cutwater and Billy, and they run away.)

Betsy: Good boy, Petunia! That’ll do, darlin’. The lowdown bullies! Laying stripes on a boy’s back.

Prince: Rein in your beast.

Betsy: Oh, don’t be afraid of Petunia. Gentle as a kittle, he is. Here, let me tend to your poor hide.

Prince: No.

Betsy: Give us a look.

Prince: Thank you, no.

Betsy: Lumme! Ain’t you the brave one! Must sting something dreadful.

Jemmy: Steady on your legs?

Prince: Steady.

Jemmy: Let’s be on our way. They’re sure to be back after us.

Betsy: Not if you travel with me, me and Petunia.

Narrator 9: So the boys traveled with Petunia. They had more adventures. Later, they have to travel through sewers again to outrun Billy and Cutwater, who have realized they whipped the real Prince. Bats got Cutwater and Billy in the sewer, though.

The King had a price on Jemmy head, but when the boys finally returned to the castle, the King thanked Jemmy.

King: One more thing! If you ever run away again, take me with you!

Narrator 10: In the days that followed, ballad sellers began to cry out new and final verses to the notorious life of Hold-Your-Nose-Billy and his partner, Cutwater. An

old rat-catcher had seen them flee from the sewer. And he'd seen them stow away aboard a ship raising its sails for a long voyage. It was a convict ship bound for a speck of an island in distant waters. A convict island.

Narrator 11: The end, and lesson to all: Do your lessons or you might be very sorry!

## ASSESSMENT LIST:

- **Portfolio:**
  - All the assignments from the unit will be put into a binder. There would be a rubric which will list what the students should have in their portfolio. This includes a cover page, a reflection, and all the assignments. The students would be assessed on the completion of the assignments and how they put them together.
- **Readers Theater: The Whipping Boy (Rubric)**
  - The students will have a rubric that will evaluate them on things such as eye contact, creativity, voice, expression, and fluency. Each student will have a part assigned to them based on their reading ability and will be assessed based on their preparation and performance. This is the final project for The Whipping Boy unit.
- **Vocabulary Quiz:**
  - There is tough vocabulary in The Whipping Boy and the students got a lot of practice with different games and worksheets. It is a 20 question matching quiz.

Reader's Theater Rubric	4	3	2	1
Eye Contact	Excellent eye contact with the audience all the time	Good eye contact with the audience most of the time.	Average eye contact with the audience.	Little to no eye contact with the audience
Word Fluency	No mistakes in reading fluency.	1-2 mistakes in reading fluency	3-4 mistakes in reading fluency	More than 4 mistakes in reading fluency
Expression	Excellent expression in voice. Voice matches character.	Good expression in the voice. Voice matches character.	Average expression in the voice. Voice is okay for character.	Little to no expression in the voice. Voice doesn't match the character.
Pronunciation	No mistakes in pronunciation of new vocabulary	Minimal mistakes in pronunciation of new vocabulary	Some mistakes in pronunciation of new vocabulary	Many mistakes in pronunciation of new vocabulary
Creativity	There is unique creativity in props, costume, and backdrop. Student put a lot of work into it.	There is creativity in props, costume, and backdrop. Student put some work into it.	There is some creativity in props, costume, and backdrop.	There is no creativity in props, costume, and backdrop. Their work looks like they didn't try.

